



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

September 2015

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New Title I Award/Recognition Program

The Office of Federal Title Programs is excited to announce a new Title I award program focused on recognizing exceptional educators who work in a Title I program. This program will recognize multiple Title I educators who contribute to raising the academic achievement of at-risk youth.

Federal law under Section 1117 (3) "Awards to Teachers" states: A state educational agency may reserve funds made available under Section 2113 to recognize and provide financial awards to teachers in a Title I program that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction. Selected recipients will receive a \$5,000 grant award to use in their Title I program.

Minimum Eligibility Criteria

- ◆ Must be currently employed in a North Dakota public school
- ◆ Must be an educator who works in a Title I Targeted Assistance or Schoolwide program
- ◆ Must have contributed to raising the academic achievement of students served in the Title I program
- ◆ Must fully complete all sections of the application

Local Recognition

This new awards program will have a local recognition component in the application process. The North Dakota Department of Public Instruction (NDDPI), Office of Federal Title Programs, is sponsoring the program; however, it is up to each district to locally recognize the award recipients (e.g., recognize at a school event, press release). Applications will be scored, in part, on a district's process and procedure for locally recognizing a recipient.

Selection

The North Dakota Title I Committee of Practitioners will assist in selecting the award recipients from the nominations received.

Instructions

- ◆ Complete the Exceptional Educator Application at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/awards/.
- ◆ Submit the completed application to the Office of Federal Title Programs by October 29, 2015, by emailing to [Shauna Greff](mailto:Shauna.Greff@nd.gov).

Questions

If you have any questions or need clarification regarding the award, please feel free to email [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) or call (701) 328-2284.

Division of Student Support & Innovation

Manager's Report by Laurie Matzke

Applying for Reallocated Funds

Each year in the fall, many districts anxiously await the release of correspondence announcing the availability of reallocated funding. The fact is that in recent years, there has been a decline in federal education funding. Therefore, many districts have an interest in applying for reallocated funding to supplement or add to their federal Title programming.

The Division of Student Support & Innovation will be disseminating the annual fall mailing via email this week. Within this mailing, we will announce the availability of Title I, Title II/REAP, and Title III reallocated funds. Documents outlining the details and process to apply for Title I, Title II/REAP, and Title III reallocated funds will be available on the NDDPI website at www.nd.gov/dpi/Administrators/FTP/Resources/fiscal/.

Please note the following details regarding reallocated funds:

- ♦ The deadline to apply for Title I, Title II/REAP, and Title III reallocated funds is Wednesday, October 28, 2015.
- ♦ The grant period to spend the reallocated funds is July 1, 2015 to June 30, 2016.
- ♦ The district **must have** the respective Title I, Title II/REAP, or Title III sections of the consolidated application approved before being eligible for reallocated funds.
- ♦ The district **must have** all of their Title I, Title II/REAP, or Title III funds obligated, including those REAPed into the respective programs. If you have any unobligated funds, you must use those dollars first before requesting additional funds.

End of Year Addendum

All reallocated funds must be expended during the 2015-2016 school year. **If these funds are not expended when Title final financial reports are submitted, they will be deducted from the amount the district is allowed to carry over for the 2016-2017 school year.** An addendum attached to the final financial report will be required to be completed in June 2016 by all districts receiving reallocated funds. This addendum will indicate whether the district has expended all of the additional reallocated funds received. In addition, school districts that received reallocated funds must attach a detailed accounting ledger for all Title I, Title II/REAP, and Title III expenditures to the final financial report.

Instructions

To apply for reallocated funds, an application must be submitted via the STARS Consolidated Budget Revision. Hard copy applications will not be accepted. The budget revision section has not yet been opened up on STARS. Districts can begin the planning process and submit their reallocated budget revision request once the system is available in early October 2015. We hope to have all applications for reallocated funds approved in early November 2015.

When completing the application, you will need to provide details on how you arrived at the figures you are requesting. Please refer to the samples provided on the above websites.

We are fortunate to have funding available to help North Dakota schools add funds to supplement their federal Title programming.

Office of Special Education

Director's Report by Gerry Teevens, Director

Students with Disabilities and Subminimum Wage Changes: Workforce Innovation and Opportunities Act Restrictions on the Use of Subminimum Wage

The Workforce Innovation and Opportunities Act (WIOA) adds Section 511 to the Rehabilitation Act. WIOA and the provisions of Section 511 become effective on July 22, 2016. Included in Section 511 are new requirements for employers or agencies who hold special wage certificates, commonly known as 14(c) certificates, under the Fair Labor Standards Act (FLSA) (29 U.S.C. 214 (c)). The certificates provide a legal basis for employers or agencies to employ youth with disabilities for wages below the federal minimum wage. Section 511 will apply to all Community Rehabilitation Providers (CRPs) that employ youth at below the federal subminimum wage. An additional provision of Section 511 prohibits public school districts from contracting with any entity that operates a transition program in which youth with disabilities are engaged in employment for subminimum wage.

Subminimum wage agencies are prohibited from hiring youth with disabilities at a subminimum wage level unless the youth (24 years of age or younger) are afforded meaningful opportunities to access services, including transition services so they may have the opportunity to achieve competitive integrated employment in the community. Before a youth with disabilities can be paid less than minimum wage, the individual must:

- ♦ Receive pre-employment transition services as defined in 34 CRF §361.48;
- ♦ Apply for Vocational Rehabilitation services; and
- ♦ Receive career counseling and information on employment resources.

Section 511 requires the employer, paying subminimum wage, to provide ongoing career counseling and information on how to provide informed consent in order for the individual to continue to be employed under a special wage certificate. This ongoing counseling must occur every six months for the first year of the individual's employment under a special wage certificate, then annually thereafter for the duration of the individual's employment.



Federal Title Programs Fall Mailing

Federal Title personnel, administrators, and coordinators will receive the annual Federal Title Programs fall mailing via email this week. This email will contain a wealth of information on issues concerning the federal Title programs. A few highlighted items are listed below:

- ♦ Dissemination requirements for the federal Title programs
- ♦ Process of monitoring the federal Title programs for the 2015-2016 school year
- ♦ Information on a new Title I awards program
- ♦ Information for districts interested in applying for reallocated funds

We encourage you to review this information carefully, as it is pertinent to your federal Title programming. The mailing will be disseminated electronically using our current distribution list. The distribution list may not yet include all the federal Title personnel for the 2015-2016 school year and, therefore, is also posted online at www.nd.gov/dpi/Administrators/FTP/News_Updates/.



Federal Title Programs Monitoring

The NDDPI is required by federal law to monitor local Title I and Title II programs to ensure compliance with procedures and regulations. Program staff in the Office of Federal Title Programs will monitor Title I and Title II programs in the 2015-2016 school year.

For the 2015-2016 school year, 14 districts have been pre-selected to participate in the self-monitoring process. An additional four districts will receive an on-site visit. Two large districts will also be monitored on-site by a team of staff from the Office of Federal Title Programs. The list of 20 districts being monitored this year along with the contact person who is assigned to review each district can be accessed at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Monitoring/.

Please do not submit your monitoring information at this time as information in the monitoring guides changes from year to year and the guides are currently being updated.

The selected districts can expect to receive detailed correspondence from the Office of Federal Title Programs in October outlining monitoring directions, the review process, etc. It is important for you to review this correspondence prior to submitting your monitoring information.

If you have any questions regarding this monitoring process, please feel free to email [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) or call (701) 328-2284 or your contact person within the Division of Student Support & Innovation.

AYP and Program Improvement Update

On September 18, 2015 the NDDPI released the official statewide Adequate Yearly Progress (AYP) results for all public schools and districts in North Dakota based on the 2014-2015 State Assessment. On September 25, 2015, the department released the list of the Title I schools and districts that have been identified for program improvement for the 2015-2016 school year.

The vast majority of North Dakota schools and districts made AYP due to the AYP Freeze Waiver. However, most schools and districts remain identified for improvement, as they must make AYP for two consecutive years to be removed from improvement status.

School Program Improvement	
Number of public schools in North Dakota	454
Number of Title I public schools in North Dakota (approximate)	270
◆ Number of schools that <u>did not</u> make AYP on the 2014-2015 NDSA	7
◆ Number of schools that <u>made</u> AYP on the 2014-2015 NDSA	447
◆ Number of new schools identified for program improvement for 2015-2016	0
◆ Number of schools removed from program improvement status for school year 2015-2016	9
◆ Total number of schools in program improvement for 2015-2016	151

District Program Improvement	
Number of public districts in North Dakota	176
Number of districts that <u>did not</u> make AYP on the 2014-2015 NDSA	8
Number of districts that <u>made</u> AYP on the 2014-2015 NDSA	168
Number of new districts identified for program improvement for 2015-2016	0
Total number of districts in program improvement for 2015-2016	117

Additional information regarding program improvement is available on the NDDPI website:

- ◆ 2014-2015 school and district AYP reports: www.nd.gov/dpi/report/Profile/
- ◆ Lists of schools and districts identified for program improvement for the 2015-2016 school year: www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/PI/
- ◆ Information regarding the category that each school and district is in: www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/PI/
- ◆ Schools that made AYP for two consecutive years and have been removed from program improvement status: www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/PI/

Communication with Parents

All districts and schools (both Title I and non-Title I) are required to provide parents with information regarding their AYP status. This year's AYP report and communication will be unique due to the AYP freeze. Sample letters and guidance, which include clarifications relating to the AYP freeze, are available on the department's website at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/PI/parents/.

All Title I districts and schools that are identified for program improvement must share their AYP correspondence with their [Student Support & Innovation contact person](#) prior to disseminating it to parents. The Student Support & Innovation staff will review the correspondence to ensure it contains all of the required information. Upon final approval, this information can then be disseminated to parents.

All schools and districts in improvement for the 2015-2016 school year will soon receive official email correspondence containing key information regarding their improvement status.

ESEA Reauthorization Status

Each week, or as new information becomes available, the Office of Federal Title Programs emails a “Weekly Blast” which provides information regarding what is happening with reauthorization in Washington, D.C. The following is the most current update:

- ♦ On Friday, September 25, 2015, John Boehner, Speaker of the House of Representatives, announced he will resign from Congress at the end of October. It is very unusual to resign in the middle of a session. This will have significant ramifications on education policy, and many believe this decision significantly lessens the chance of an ESEA reauthorization.
- ♦ The two chambers will soon form a conference committee to reconcile the differences between the two bills. Neither chamber has named conference committee members yet. The committee is expected to be named by early October 2015.
- ♦ Before Congress can deal with the pending reauthorization, they need to address how they are going to fund the federal government in fiscal year 2016, which starts October 1. If they can't agree on a budget, there is a possibility of another government shutdown. However, most are predicting a likely Continuing Resolution in order to allow more time to continue working on an appropriations bill. According to the Federal FLASH report on Friday, September 25, 2015, a temporary deal is close to being reached, so hopefully we will avoid a government shutdown.

As a reminder, all information regarding the pending reauthorization can be accessed on the Office of Federal Title Programs website at www.nd.gov/dpi/Administrators/FTP/Resources/Reauth/.

Native American Needs Assessment Survey



The Office of Indian/Multicultural Education, within the Division of Student Support & Innovation, would like to thank all of you who completed the Native American Needs Assessment Survey. We have compiled the survey results and are working on an action plan with needs identified and potential solutions/strategies to support and provide assistance. The survey results helped to determine the areas the department can best provide assistance and support. It also helped us in determining the areas that may need to be addressed, identify statewide concerns, establish commonalities that may exist across schools and districts, and determine the priorities for this cohort of schools. Your participation in the survey helped guide the NDDPI in determining future plans for providing assistance and support.

As we move forward, we are committed to working continually to improve educational opportunities for Native American students and assisting and supporting schools in achieving academic excellence.

Consolidated Applications

Now that the deadline to submit consolidated applications has passed, staff in the Division of Student Support & Innovation are in the process of reviewing consolidated applications. Please note the following reminders:

♦ **Review Process**

- The goal of the Division of Student Support & Innovation is to get all consolidated application approved in a timely manner. During the month of September, reviewing applications has been a top priority. School personnel can help with this process by responding in a timely manner to requests from your contact person to make revisions in STARS. Also, a district's consolidated application cannot be approved until homeless certification has been submitted and, if your school or district is in improvement, the school/district AYP parent notification letter has been approved.

♦ **Reallocated Title I Funds**

- If your district is planning on applying for Title I, Title II, and Title III reallocated funds, please communicate with your assigned contact person and let them know so that they can make reviewing your consolidated application a top priority. You will need to get the respective Title I, Title II, and Title III portions of your application approved before you can log on to the STARS to apply for reallocated funds.

♦ **Approval Process**

When specific portions of the consolidated application have been approved by the Division of Student Support & Innovation manager, districts will receive an email notification from:

- Title I—Shauna Greff
- Title II/REAP—Jane Gratz
- Title III—Jill Frohlich

Once the Title I, Title II, and Title III sections of the application have all been approved, an electronic grant award will be generated and districts will receive formal notification. This grant award will display the district's final allocation amount, official carryover amount, and the amount available to spend for the 2015-2016 school year.

♦ **Risk Assessment**

Per the new requirement of 2 CFR 200.331, NDDPI staff have performed an annual risk assessment for all schools and districts. Districts whose risk level is determined to be low risk will not have additional conditions placed on their grant awards. Districts whose risk level is determined to be high will have additional conditions placed on their grant awards.

If you have any questions regarding the status of your consolidated application, please communicate with your assigned contact person within the division. The chart listing each district's contact person can be accessed at www.nd.gov/dpi/uploads/126/contacts.pdf on our website. In addition, feel free to email [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) or call (701) 328-2284 with any questions you may have.



State Testing Reminders for Title I Students

As we near the dates for our annual North Dakota State Assessment (NDSA) in **science**, it is an opportune time to provide school personnel with some reminders regarding the testing circumstances for all students, with special emphasis on Title I students. The NDSA testing window for science is October 19, 2015 through November 6, 2015.

The Science Test Coordinator's Manual provides those practices that should be followed throughout the administration of the NDSA. Please thoroughly review these instructions to ensure all students, including Title I students, are offered the most appropriate setting and supports for a beneficial test experience. The Test Coordinator's Manual is posted at www.nd.gov/dpi/Administrators/assessment/program/science/.

As you prepare for your test administration, please note the following:

1. Accommodations – Accommodations are specific, privileged practices currently allowed for students on an Individual Education Plan (IEP), those students who have a Section 504 Accommodation Plan, and those students with Limited English Proficiency, as prescribed in the Test Coordinator's Manual. Most students, including Title I students, are not entitled to accommodations, unless they hold a documented accommodation plan as outlined above.
2. Some students, including some Title I students, have a better understanding of the written word if the student reads the material aloud. The NDSA may be administered individually to any student, including a Title I student, in a private room where the student may read the assessment passages aloud. Only one student is allowed in each testing room at one time. The supervisor in the room may NOT communicate with the student outside of the standard directions provided to all students.
3. In addition, if any student, including a Title I student, displays behavior that may be distracting to others in a testing situation, that student may also be assigned a private room for testing, if staffing and rooms are available.

Questions concerning the NDSA should be emailed to [Robert Bauer](#) or call (701) 328-2224.

Questions specific to Title I should be emailed to [Laurie Matzke](#) or call (701) 328-2284.

Enrollment for Title I Students in PowerSchool and STARS

School districts using PowerSchool for reporting their enrollment for Title I students must turn on the vertical reporting in order to have those students upload into STARS from PowerSchool. For more information on this process, please go to pages 11 and 12 of the department's guidance document located at www.nd.gov/dpi/uploads/66/PowerSchool.pdf.

If a district chooses not to turn the vertical reporting option on, they then must enter this information in both PowerSchool and STARS. If you have questions, please email [Jill Frohlich](#) or call (701) 328-2254.

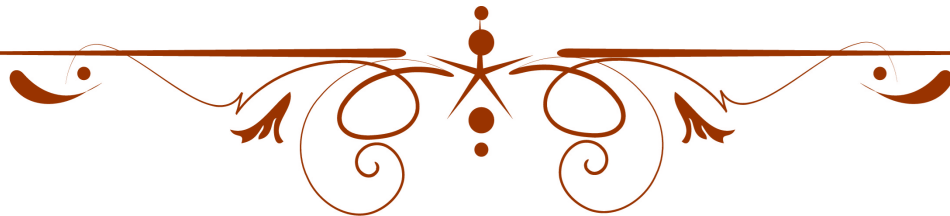
State Assessment Task Force

The NDDPI has developed an Assessment Task Force. This Task Force will examine North Dakota's assessment needs and goals and explore the testing options that are available to our state. They will draft recommendations about the assessment strategy that is best for meeting the needs of North Dakota's school children. The new task force on student assessment will explore how to reduce the number of tests given in the state's classrooms, while still providing needed information about students' academic progress.

The Task Force, comprised of 32 members representing parents, home educators, administrators, school board members and the business community, meets monthly as a whole group and will hold additional subgroup meetings as needed.

The first meeting was held on September 3, 2015, at the State Capitol building in Bismarck. At its first meeting the members received background information on assessments and sketched out their ideas about the questions and issues the task force should address. The next meeting will be held on Tuesday, October 6, 2015.

Information regarding the task force, including the list of members, meeting minutes, handouts disseminated at the meetings, etc., can be accessed at www.nd.gov/dpi/about/taskforce/.



Guidance and Resources for New Title I Schoolwide Flexibility

In the previous month's newsletter and via email, information was provided regarding the U.S. Department of Education's (USDE) released guidance that highlights specific advantages and flexibilities in schoolwide programs. This guidance identifies maximizing flexibility and clarification on common misunderstandings about schoolwide programs. Our intent is to continue to update guidance on this new flexibility and provide resources to schools on how to take full advantage of greater flexibility.

This guidance and PowerPoint slides from the USDE presentation is available on the Title I Schoolwide Resources website at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Schoolwide/Resources/. More information is forth coming including a *Fast Facts* on the clarification that schoolwide programs do not have to meet supplement not supplant and have increased flexibility. We will continue to provide updates and resources to allow schoolwide programs the maximum flexibility to implement Title I programming.

Title I Schoolwide Reminders

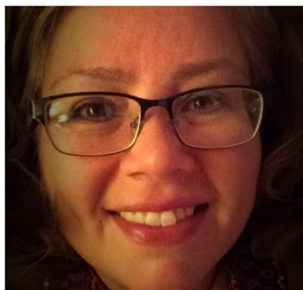
2015-2016 SCHOOLWIDE PLANNING YEAR SCHOOLS:

- ◆ Share information learned at the Introduction to Schoolwide Planning Training
- ◆ View *Schoolwide Informational WebEx* recording with ALL staff
- ◆ Submit the following forms to Office of Federal Title Programs
 - *Statement of Intent and Documentation of Poverty*
 - *Commitment to Schoolwide Planning*
- ◆ Establish a schoolwide planning team
- ◆ Host Annual Parent Meeting (targeted assistance); include schoolwide planning year information
- ◆ Begin comprehensive needs assessment process
- ◆ Begin goals and plans
- ◆ Begin to create plans to document required schoolwide components
- ◆ Participate in professional development and/or study groups
- ◆ Review schoolwide training materials and website for resources
- ◆ Schedule parental involvement training opportunities

CURRENT SCHOOLWIDE SCHOOLS:

- ◆ Submit Schoolwide Documentation Tool if transitioning to ASSIST
 - ◆ Update comprehensive needs assessment
 - ◆ Host Annual Parent Meeting and include schoolwide requirements
 - ◆ Reunite schoolwide planning team members and establish a scheduled time for the TEAM
 - ◆ Register or update information in selected online tool (NDMILE or ASSIST)
 - ◆ Create plans for documenting the required components of Title I schoolwide. Include supporting documentation for monitoring purposes.
 - Highly qualified teachers and paraprofessionals
 - Instruction is based on scientifically-based research
 - Increase amount and quality of learning time
 - Raise achievement of ALL students; historically underserved populations
 - High-quality, ongoing professional development
 - Increase parental involvement and provide opportunities to train parents
 - Preschool transition
 - Effective timely assistance
 - Strategies to attract and retain highly-qualified teachers
 - Coordination of programs
 - ◆ Participate in professional development and/or study groups
-

New Assistant Director in the Office of Academic Support



Boozhoo. Niizh Makwa Ikwe indizhnikaz. Makwa dodem. Mikinak widjew doonji. Anishinaabe endow. Hello! I am called Two Bears Woman. I am of the Bear Clan. I am from Turtle Mountain. I am one of the people.

As a homegrown North Dakotan, I am both proud and honored to be a member of the Turtle Mountain Band of Chippewa and to call the Heart of Turtle Island my home. I am the second eldest grand-daughter of Phillip and Corrine Parisien and the eldest grandchild of Dorothy and John R. Bercier.

My parents, Gordon and Barbara, are the owner/operators of Parisien's Tree Service out of St. John and Belcourt, ND. I have three younger siblings Cari (James) Gustafson, Maggie Jo Parisien, and Andrew Parisien along with an amazingly talented niece Abigail Gustafson and an extremely entertaining nephew Gabriel Gustafson. With countless aunts, uncles, cousins and other relatives, my family reminds me daily that my first and most important role is to be a leader within family first.

After spending my K-12 student career in the Belcourt #7 School District (GO BRAVES!), I attended various NDUS institutions earning an Associates of Science from Lake Region State College, a Bachelor of Science in Biology and a Bachelor of Arts in Indian Studies from the University of North Dakota, teacher core coursework through Minot State University, and a Masters in Educational Leadership also from UND. I also earned general education credits through Turtle Mountain Community College, some ELL course work through Valley City, and some graduate credits in multicultural education through NDSU. I am currently in my dissertation year of my doctoral program at UND's Department of Teaching & Learning with a prospective completion/graduation date of August 2016.

I have one very beautiful, intelligent, honest, respectful daughter, Amaya Grant, who proudly attends Legacy HS in Bismarck. She is an honor student and plays varsity fast-pitch, is looking for her first job, and keeps me grounded while being my clown, my joy, and my greatest teacher. I couldn't have had a greater blessing in my life. I also have a very intelligent, handsome gentleman in my life, Stacy Kabatay. My veteran has found a new calling after working in the elementary school serving his reserve in Sienne River, Ontario. He is currently pursuing his teacher certification through UTTC's HEPR program. When we aren't doing homework, we spend time being active, beading, attending cultural and sporting events, keeping up with our friends and relatives, reading, and maintaining our movie buff expertise.

Two years ago, after working in secondary education as a science teacher for 11 years and in summer enrichment programs through UND and Turtle Mountain Community College for 5 years, I made the move to Bismarck to take a position at Sitting Bull College as a biology instructor and serve on SBC's Assessment Committee. Through all of this I continued to grow my love and passion of science and sharing new ways to learn, experience, create, and evaluate using both traditional and cutting edge methodologies. Close to my heart are efforts to create meaningful, culturally relevant experiences for students of all ability levels.

I am not only extremely excited to join the community at the Department of Public Instruction, I also get to live one of my dreams of working to serve students, families, and schools.

Chii-migwech, thank you very much, for allowing me to be a part of a great team.

Resources Highlighted from the Office of Academic Support

Think It Up

Think It Up is a national initiative of the Entertainment Industry Foundation (EIF) which was created to bring broad cultural attention to the urgency of improving the learning experience in America. This national education initiative seeks to reframe the public discussion about education, create a culture of excitement about learning everywhere in America, and build a sense of optimism about the potential of education in classrooms across the country.

Think It Up invites North Dakota students in grades 7-12 to work with North Dakota teachers to develop projects that draw on their passions and connect to the futures they want to pursue. Thinkitup.org, in partnership with donorschoose.org, helps to secure funds for these student-powered, teacher-led projects. The projects will encourage rigorous skill development that prepares American youth for post-high school life, helping pave the way for college and/or career success.

National Math + Science Initiative (NMSI)

The NMSI program, which is rolling out in North Dakota, was recently highlighted in the recent *Think It Up 2015 Telecast*. North Dakota schools and districts are excited to be part of the opportunity rich program and initiatives provided through the NMSI partnership. Check out the Telecast online at www.hulu.com/watch/843446 and NMSI online at www.nmsi.org.

The NDDPI is working with NMSI to secure details for Laying the Foundation (LTF) professional development opportunities for summer 2016 and College Readiness Program (CRP) grantees for the 2016-2017 school year. Information will be posted at www.nd.gov/dpi/Administrators/AS/Programs_Initiatives/NMSI/ as it becomes available.

College Scorecard

The USDE recently released a very user friendly resource for students, families, and school personnel. The College Scorecard provides national data on college cost, graduation, debt, and earnings from colleges and universities across the U.S. The scorecard seeks to empower people to rate colleges based on what matters most to them; to highlight colleges that are serving students of all backgrounds well; and to focus on making a quality, affordable education within reach. To review the College Scorecards for North Dakota schools, please visit <https://collegescorecard.ed.gov/search/?state=ND&sort=advantage:desc>.

ATTENTION American Indian/Alaska Native App Programmers/Designers

Put your programming talents towards creating opportunities for your future!

AISES (American Indian Science & Engineering Society) has offered a challenge to create a mobile app for their organization. *The winning app creators could win an all-expense paid trip to the 2015 AISES National Conference and scholarship money!*

Deadline is October 19, 2015 for submitting.

Details about AISES and this amazing app challenge can be found at www.aises.org/content/aises-mobile-app-competition-sponsored-intel

ELL Reminders: September

Continuation

- ◆ Registration
- ◆ Identification and Screening

Eligibility and Parent Notification

- ◆ Notify the parents of their child's eligibility to receive language support.
 - within 30 days of the start of the school year for previously identified students
 - within 14 days after student begins school

Individual Language Plan (ILP)

- ◆ Meet with team to review/write annual ILP and update dates in STARS.
 - Sample ILPs are available on the NDDPI website at www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/ELL/.

Communicate Proficiency Levels

- ◆ Review the ACCESS Teacher Reports for exited students.
- ◆ Communicate ACCESS proficiency levels (with the ACCESS Teacher Report) to general education teachers by the end of the first week of school. These reports came in May.
- ◆ Send home the Exit form and parent letter of ACCESS results.
- ◆ Begin monitoring process for exited students (2 years).



Enrollment Reports

- ◆ Be sure the district information is complete in STARS Fall Enrollment and MIS01.

ACCESS 2.0

- ◆ Be sure the district's designated testing staff are getting prepared for the 2016 online ACCESS for ELLs 2.0. There is much preparation work to be done prior to the test administration in January.

Professional Development

- ◆ Ensure all teachers have opportunities for high quality professional development to ensure ELL students are receiving high quality instruction.
-



North Dakota Council on the Arts Teacher Incentive Grant Project Exemplars



Cathedral School, Bismarck, ND – Science teacher Kay Power, music teacher Nicole Cook, and visual art specialist Andrea Vinje developed a project that investigated the science of energy and sound through technology, music, and art. Dr. David DeMuth, Director of Integrative STEM Projects, VCSU, provided expertise and assistance to teachers and students as they explored the possibilities of creating music with the Makey-Makey through SCRATCH programming. <https://youtu.be/oaSZ147Vvaw>.



Jamestown Elementary Schools, Jamestown, ND – 5th grade teachers and teaching artist Bonnie Tressler, inspired by the art work of Dale Chihuly, developed a unit of study that explored states of matter through a collaborative, hands-on, art making process. This project included a glass-blowing demonstration by North Dakota artist Jon Offutt and tour of glass art featured at the Jamestown Arts Center at https://youtu.be/v9kh_Q4avq8.



Victor E. Solheim Elementary, Bismarck, ND – Media Specialist Misti Werle and classroom instructor Casie Gates utilized the Teacher Incentive Grant to explore “community” through technology and photography. Key components of this project included a demonstration for students on basic photography and digital editing by photographer Andrea Freidt and research conducted by students utilizing the North Dakota State Historical Society online photo archive at <https://animoto.com/play/z0hABY10D3JwEPFvrBBVfw>.

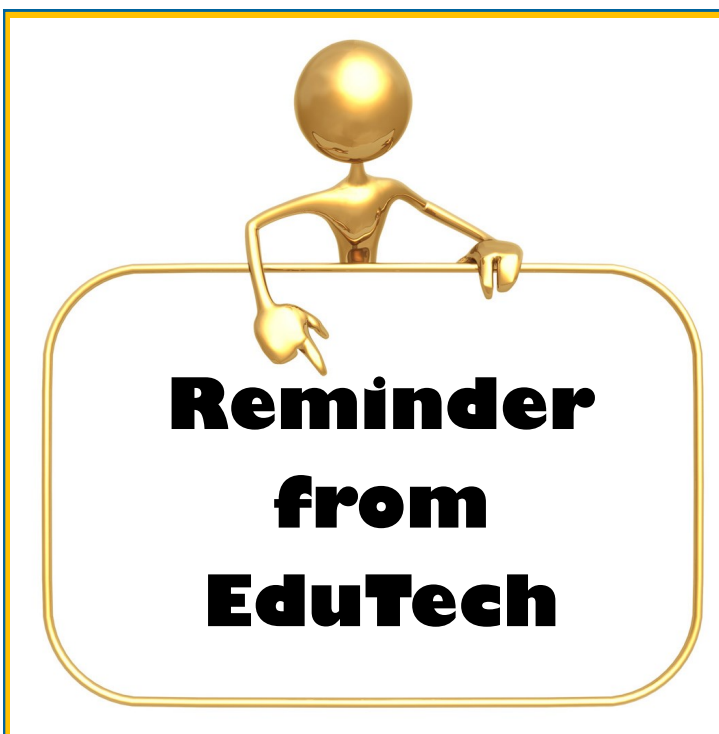
North Dakota Council on the Arts Teacher Incentive Grant Supports Project-Based STEAM Projects

The North Dakota Council on the Arts (NDCA) supports the NDDPI in its efforts to prepare students for the 21st century workplace by providing Teacher Incentive Grant funds to teachers who wish to explore new and creative ways of integrating the arts into STEM or other areas of the curriculum. Projects are **teacher driven** and may involve various art forms, including: visual arts, literary arts, performing arts (drama, music, dance) architecture, design, folk arts, media arts, or any combination of artistic disciplines. Applications for the Teacher Incentive Grant are accepted on an on-going basis beginning September 1, 2015 through April 1, 2016. Maximum request is \$600 with no match required.

Eligible Activities:

- ◆ Supplies that are directly related to the proposed project/activity.
- ◆ 50% of the total amount requested may be used to fund artists' or consultants' fees.
(Applications must describe how the consultant or artist will support the learning goals of the project.)
- ◆ Collaborations or team projects that involve several teachers. Teachers may team teach projects and combine funds, but must adhere to the following requirements:
 - Each teacher participating in the team project must submit an individual application that describes specifically how the project will be integrated within the curriculum of their classroom.
 - Team projects that include the services of the same arts consultant or artist may not exceed six (6) applications per school.
- ◆ Costs for art related field trips.

Visit the NDCA website for detailed information concerning the [Teacher Incentive Grant](#). If you have any questions or need assistance designing your project, email [Rebecca Engelman](#).



Sendit email accounts will be discontinued on December 31, 2015 and logins will no longer function. If your school district HAS NOT YET transitioned to Office 365 and K12 accounts, please go to www.edutech.nodak.edu/365 for Office 365 information then contact your EduTech Regional Information Technology Specialist to help initiate your transition.

If you would like assistance, please contact:

EduTech Help Desk

help@k12.nd.us

800.774.1091 (ND toll free) or 701.451.7400

Instruction for All

The beginning of the school year often comes with challenges. Many students have difficulty with transitioning from summer freedom to the structured classroom setting. All students begin each school year with different levels of academic and behavioral skills. Many students exhibit challenging behaviors or academic difficulties at the beginning of the school year because of their skill deficits. Students exhibiting challenging behaviors must be seen as having skill deficits that need targeted instruction. Teasing out the underlying skill deficits that precipitate a students' challenging behaviors requires examining the classroom context - the academic demands as well as the social/emotional conditions within the class. To address these concerns, teachers must investigate, identify, and implement evidence based strategies and practices.

Special education often becomes a topic during conversations about students who are struggling academically or behaviorally. Teachers and administrators often think these children are eligible for special education when all they may need is a different curriculum or pedagogy or an individualized program of social skill instruction. Schools that use a Multi-Tiered System of Supports (MTSS) for Academic and Behavior approach behavior and academic challenges systematically. The school staff and administrators become problem-solving organizations that do not believe in denying students access to needed supports and services simply because they don't have a special education label. All students are general education students first, even those receiving special education services.

Schools adopting the MTSS framework must develop strong Tier I interventions to support all students including those suspected of needing special education services. General education interventions must precede any referral to special education. Special education is a set of services that first and foremost should be able to be provided within the general education classroom. The general education classroom is the expected environment in which students will receive those services; only when supplementary aids and services cannot be provided within that environment can an IEP team consider a more restrictive placement.

Teachers need to cultivate relationships with these challenging students. These students often can turn their behavior and academic performance around if they feel the teacher cares about them. Teaching is more than content and pedagogy; it is also about developing relationships with students, individually, and collectively.



North Dakota Alternate Assessment (DLM) Achievement Level/Cut Score Update

In July 2015, representative state members of the DLM consortium voted to approve achievement level cut scores for mathematics and English language arts/literacy (ELA) assessments, defining the DLM consortium's recommended achievement levels to be used by member states, pending each state's independent review and final approval, according to each state's governance rules. Standard setting was conducted by the DLM member states, using 2014-2015 operational data to determine student performance levels. Using a standard setting panel process, educators from DLM member states evaluated profiles of student performance. After panelists completed training, they evaluated profiles through multiple rounds of independent rating and panel discussion. A statistical process was used to adjust for variability in panelist sampling in order to reach the final recommended cut points. All standard setting procedures followed the *Standards for Educational and Psychological Testing*. The DLM Technical Advisory Committee reviewed standard setting plans and outcomes and have indicated support for the process.

All student achievement reporting for the 2014-2015 North Dakota Alternate Assessment (NDAA) will be generated based on these newly adopted achievement levels and cut scores. There are four performance levels for the NDAA:

- ♦ **Level 1, Novice:** The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- ♦ **Level 2, Partially Proficient:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- ♦ **Level 3, Proficient:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- ♦ **Level 4, Advanced:** The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

The four achievement levels used in the NDAA are similar to those used in the NDSA, but the achievement level descriptors are uniquely designed. A student is considered proficient by achieving at *Level 3, Proficient, at target*, or higher.

The tables presented below identify the achievement level threshold scale scores (cut scores) that differentiate the four achievement levels in mathematics and English language arts/literacy. A numerical scale score scheme was selected to establish a unique DLM scale, used to generate individual student reports.

Mathematics			
Grade	Level 2 Cut Point, Partially Proficient	Level 3 Cut Point, Proficient	Level 4 Cut Point Advanced
3	7	17	25
4	9	21	31
5	9	20	29
6	8	17	24
7	12	21	29
8	11	20	30
11	7	15	23

English Language Arts/Literacy			
Grade	Level 2 Cut Point, Partially Proficient	Level 3 Cut Point, Proficient	Level 4 Cut Point Advanced
3	9	16	30
4	11	18	37
5	8	16	33
6	9	20	36
7	13	27	42
8	17	27	41
11	15	30	40

If you have any questions related to this information, email [Tammy Mayer](mailto:Tammy.Mayer@nd.gov) or call (701) 328-3330.

Pre-Kindergarten Content Standards in TieNet

The North Dakota Pre-Kindergarten Content Standards are now in the North Dakota statewide case management system, known as TieNet. These standards are only available in the Age 3-5 Individualized Education Programs (IEPs). Below are answers to common questions about how to get the standards in the goals and about the use of the Pre-Kindergarten Content Standards for students with disabilities.

Q. *How do I choose a standard for the student with disabilities whose IEP I am creating?*

- A. In the Present Level of Academic Achievement and Functional Performance (PLAAFP), the IEP team identifies the needs of the student. Each area of need must be addressed somewhere in the IEP. If the team decides they would like to address an area of need by writing a goal, the standard would be chosen from the area the team is addressing.

Q. *Is it mandatory that the 3-5 IEPs goal pages have standards?*

- A. No, currently the use of standards is voluntary. Check with your district to determine if using standards to write goals is a requirement of your district.

Q. *Can I go back into the IEPs I completed for the 2014-2015 school year and add the Pre-Kindergarten Standards?*

- A. No. Never unfinalize a document that has been finalized to add information. If your district wants you to add the standard and the student is not due for an annual IEP, the IEP team will need to amend the IEP.

Q. *What if I wanted a printed version of the Pre-Kindergarten Standards where would I get them?*

- A. You can print the standards from the NDDPI website at: www.nd.gov/dpi/uploads/155/NDprekconstandards.pdf.

Q. *Can I choose more than one standard for each goal?*

- A. TieNet does not allow for picking more than one standard for each goal.

Q. *How do I get standard to appear on the goals page ?*

- A. On the goal page of the 3-5 IEP, click on the "Reference From" field at the top of the goal page and click Pre-Kindergarten Content Standards. When the Pre-Kindergarten Content Standards are selected, four fields at the top of the goal page will appear.

After the four fields appear, click on the green button "Select From Curriculum" at the top of the goal page. When the "Select from Curriculum" is selected, a box with the Pre-Kindergarten Content Standards will appear. If you click on the [+], it will expand the standard to the next field. If you click on the green arrow, it will insert it into the document.

Once you have all the fields filled in, click close window and continue writing the goal.





OCTOBER 21-23, 2015

**2ND ANNUAL
ND AUTISM
SPECTRUM
DISORDERS
CONFERENCE**

The North Dakota Department of Human Services invites you to attend the 2nd Annual Autism Spectrum Disorders Conference scheduled for October 21-23, 2015 at the Ramada Inn and Suites in Fargo, ND. This is an event intended to educate parents, therapists, teachers, medical professionals, and first responders about autism.

**Nationally
Known
Keynote
Presenters:**

—
John Elder Robison

—
Dr. Nancy Minshew

—
Dr. Cathy Pratt

—
Space is Limited.
Register Today!

—
<https://goo.gl/h3sgRX>

**EXHIBIT OPPORTUNITIES
AVAILABLE!**



Upcoming Events

Additional information regarding NDDPI-sponsored events is available at www.nd.gov/dpi/events/

October 2015	<p><u>Prevent-Teach-Reinforce (PRT) Coaches Training</u> October 12, 2015 in Bismarck, ND</p> <p><u>WIDA National Conference</u> October 15-17, 2015 in Las Vegas, NV</p> <p><u>2nd Annual North Dakota Autism Spectrum Disorders Conference</u> October 21-23, 2015 in Fargo, ND</p> <p><u>ELL Data Team Training (WIDA)</u> October 27-28, 2015 in Bismarck, ND</p>
November 2015	<p><u>Dakota TESOL Conference</u> November 8-9, 2015 in Sioux Falls, SD</p> <p><u>Secondary Transition Interagency Conference</u> November 18-19, 2015 in Bismarck, ND</p>
December 2015	<p><u>ELL Data Team Training (WIDA)</u> December 1-2, 2015 in Bismarck, ND</p>
January 2016	<p><u>2016 National Title I Conference</u> January 28-31, 2016 in Houston TX</p>
April 2016	<p><u>Math, Science and STEM Conference</u> April 20-22, 2016 in Grand Forks, ND</p>
June 2016	<p><u>Picture Writing Workshop</u> June 13-17, 2016 in Bismarck, ND</p>
July 2016	<p><u>3rd Annual ND Indian Education Summit</u> July 12-13, 2016 in Bismarck, ND</p>





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